

Fall 8-15-2001

# ENG 1001G-033: Composition and Language

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**ENGLISH 1001G-033**  
**Fall Semester 2001**  
**M/W/F 12:00-12:50**  
**337 Coleman Hall**  
**email: cfdmm@eiu.edu**

**Instructor: Dr. Daiva Markelis**  
**Office: Coleman Hall 3375**  
**Office Hours: M/W/F 10:00-12:00**  
**Office Phone: 581-5614**  
**Home phone: 348-9230**

### **Purpose of the Course**

The primary aims of this course are for you to become successful in writing the different kinds of prose that college-level work demands, especially expository and argumentative essays. We will critique each other's work in a constructive workshop atmosphere, working on ways to develop and focus our material, to manage stylistic features such as tone, and to practice the conventions of Standard Written English. There will be an emphasis on revision.

### **Focus of the Course**

The thematic focus of this course is Family. This subject is broad enough to allow for a wide range of sub-topics, including relationships between men and women, child-rearing practices, media representations of marriage, cross-cultural and historical definitions of family, etc. There are several advantages to structuring a composition class in this manner: You will not only become better writers, but will also continue developing as expert analyzers on a specific topic. In addition, this kind of thematic writing more closely parallels the nature of the assignments that other professors will expect of you. Finally, I am hoping that a thematic focus will allow us to share ideas and sources with each other and thus develop a stronger sense of ourselves as a community of writers.

### **Books and Materials**

Rereading America by Gary Colombo, Robert Cullen, and Bonnie Lisle  
Working with Ideas by Donna Dunbar-Odom  
A Writer's Reference by Diana Hacker, 4th edition  
 A large college-ruled spiral notebook

You will occasionally need to make photocopies of drafts that you will share with the class. The total semester cost should not exceed ten dollars.

### **Requirements**

1. Write and revise **four essays** in a variety of genres. Length of essays will vary, though 3-5 typed, double-spaced pages is an average requirement. Each student will **workshop** at least one essay in class, that is, will make copies for all class members to critique.
2. Read the assigned material by the assigned date and participate in class discussions.
3. Keep a writing journal. We will often begin class by writing for ten minutes in our journals on a topic related to family. I may sometimes ask for volunteers to read their selections out loud. The journal is part of your participation grade. At the end of the semester you will have the option of either submitting your journal as-is or selecting three entries and revising them and typing them up.

### **Attendance**

We need your input 100% of the time because absences disturb the work of the whole class. In addition, many of the ideas used in your papers will be generated in class discussions or in-class

writing, which is why it is vital that you come to each class session. I realize, however, that emergencies do occur. Excused absences are those outlined in the student catalogue: "illness, emergency, or university activity." (You must include a note from a health service provider, coach, or school administrator.) Unexcused absences are pretty much all others--oversleeping, hangovers, finishing papers for other classes, out-of-town trips "because I'm homesick," etc. More than three unexcused absences will lower your participation grade to an F. Five unexcused absences will lower your course grade by one grade. And more than six unexcused absences will result in no credit for the course. Coming to class on time is important as well. Chronic tardiness signals disorganization and/or lack of discipline. More than two "latenesses" will result in one absence.

### **Evaluation**

You must hand in all assignments in order to complete the course. For final versions of essays, the general criteria are strength of ideas; awareness of audience; development; organization; grammar; style; and care in proofreading. In addition, there will be particular criteria tailored to each assignment that we will discuss in class. While class workshops and individual conferences should enable you to revise first drafts in order to receive a satisfactory grade, you may choose to rewrite and resubmit one paper after I have formally graded it.

15 % -- Essay #1 (personal narrative)

20 % -- Essay #2 (analysis essay)

20 % -- Essay #3 (interview)

25 % -- Essay #4 (research/argument)

20 % -- Classroom participation: attendance, active engagement in the discussion at hand, journal entries. I will talk about extra-credit participation sometime during the first week of class.

### **Format for Papers**

Type your assignments on standard-size paper. Double-space. NO extra spaces between paragraphs, please, and NO oversized fonts. In the upper left-hand corner of the first page, type your name, your instructor's name, course, and date. In the upper right-hand corner of the following pages, type your last name/page number. Staple or paper-clip pages together.

### **Plagiarism**

Here is the English Department policy on plagiarism:

Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

### **Writing Center**

The Writing Center, located in room 301 of Coleman Hall, gives you the opportunity to talk with a tutor about your writing, especially if you are having problems beginning a paper or know that you are weak in certain areas. I may even refer you to the Writing Center for assistance; look at this as a chance to improve your writing (as well as your grade), not as a badge of shame. We can all use some help in different areas of our lives.

## Electronic Writing Portfolio

The Electronic Writing Portfolio is a university requirement for graduation. As part of this requirement, you must submit an essay from either 1001G or 1002G. I will hand out a description sheet later this week detailing the Electronic Writing Portfolio.

## Class Activities/Assignments

### WEEK

#1	M 8/20	Introductions
	W 8/22	In-class writing
	F 8/24	Writing Quiz (ungraded)
#2	M 8/27	Discuss Gary Soto (39) and Bebe Moore Campbell (98) in <u>Rereading America</u> Introduction to Essay #1 (Personal narrative)
	W 8/29	In-class writing/Discussion of criteria of good writing
	F 8/31	In-class writing
#3	M 9/3	LABOR DAY -- NO CLASS
	W 9/5	Rough draft of Essay #1 due (Bring 3 copies)
	F 9/7	Revision (I will be away at a conference this Friday. Please continue working on your essays, either individually or in groups.)
#4	M 9/10	Essay #1 due Grammar review
	W 9/12	Introduction to Essay #2 (Analysis) Discuss Stephanie Coontz (52) in <u>Rereading America</u>
	F 9/14	Brainstorming exercise
#5	M 9/17	Discuss Danielle Critenden (69) in <u>Rereading America</u>
	W 9/19	Discussion of media influences
	F 9/21	Grammar workshop
#6	M 9/24	Class workshops of Essay #2
	W 9/26	Class workshops of Essay #2
	F 9/28	Class workshops of Essay #2
#7	M 10/1	Essay #2 due Style workshop: word choice
	W 10/3	Discuss Arlie Hochschild (401) in <u>Working with Ideas</u> Introduction to Essay #3 (Interview/Profile)
	F 10/5	In-class writing/Coming up with interview questions
#8	M 10/8	In-class interviewing
	W 10/10	Integrating quotes
	F 10/12	Fall Break (No Class)

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| #9  | M 10/15 | Class workshops of Essay #3  |
|     | W 10/17 | Class workshops of Essay #3  |
|     | F 10/19 | Class workshops of Essay #3  |
| #10 | M 10/22 | Essay #3 due<br>Introduction to Essay #4 (Research/Argument)<br>In-class writing |
|     | W 10/24 | Discuss E.J. Graff (26) in <u>Rereading America</u>                              |
|     | F 10/26 | Discuss "Argument and Persuasion" (25) in <u>Working with Ideas</u>              |
| #11 | M 10/29 | Discuss Naisbitt (81) and Jenkins (279) in <u>Rereading America</u>              |
|     | W 10/31 | Generating ideas   |
|     | F 11/02 | Thesis statements  |
| #12 | M 11/5  | Organization   |
|     | W 11/7  | Workshop: documenting sources  |
|     | F 11/9  | Rewrites of chosen paper due   |
| #13 | M 11/12 | Class workshops of #4  |
|     | W 11/14 | Class workshops of #4  |
|     | F 11/16 | Class workshops of #4<br>Rough draft of #4 due to turn in to me                  |

#### THANKSGIVING BREAK

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|-----|---------|----------------------------|
| #14 | M 11/26 | Conferences                |
|     | W 11/28 | Conferences                |
|     | F 11/30 | Conferences                |
| #15 | M 12/3  | "Stray" workshops          |
|     | W 12/5  | Final copy of Essay #4 due |
|     | F 12/7  | Class wrap-up              |

#### NOTES:

Numbers in parentheses indicate the first page of the reading. "Discuss" means that you should come to class prepared to talk about that particular selection.

I may make some minor changes to this syllabus in order to better accommodate your needs. Any changes will always be announced in advance.

**THERE IS NO FINAL EXAMINATION IN ENGLISH 1001**